

Emotional and Social Developmental Benefits of Summer Camp for Children:

Examining the relationship between social capital and emotional intelligence

by

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### **Author's Declaration**

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

I understand that my thesis may be made electronically available to the public.

## **Abstract**

Camps provide an avenue for examining positive youth development. Camps represent environments where children can develop their social capital and emotional intelligence insofar as camp activities teach children how to build positive relationships and to relate to others emotionally that lead to positive outcomes. Little research has examined children's social capital and emotional intelligence and the relationship between them. Using a longitudinal dataset, this study examined the change of social capital and emotional intelligence experienced by campers. Findings revealed that increases in social capital caused increases in emotional intelligence. Differences were found based on gender. Furthermore, residential camps were found to have a stronger effect on the relationship between social capital and emotional intelligence than day camps. This study lends itself to furthering the understanding of the development of emotional intelligence and the importance of camp in children's development.

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## **CHAPTER 1: INTRODUCTION**

Over the last 150 years, camps have been providing children with opportunities for positive youth development. It is believed that attending camp allows children to develop supportive relationships with fellow campers and staff, engage in challenging activities, make decisions, and participate in new activities. This belief is consistent with research that leisure activities involve a variety of tasks which help increase adolescent development (Caldwell & Witt, 2011). These tasks include: autonomy development and self-determination; intrinsic and identified motivation, initiative, and goal-setting; achievement and competence; identity; civic engagement, community connections, and developing a moral compass; social skills and social connections; emotional response to leisure (Caldwell & Witt, 2011; Dworkin et al., 2003; Henderson et al., 2007; Thurber et al., 2007). Consequently, there is good reason to suggest that camps represent environments in which children can develop their social capital and emotional intelligence insofar as camp activities teach children how to relate to others emotionally and build positive relationships that lead to positive outcomes. For this study, the effect of social capital on the development of emotional intelligence is of particular interest.

Emotional intelligence refers to a person's ability to understand and manage their own and other's emotions (Goleman, 2000). Emotions are conveyed through both verbal and nonverbal expressions. When children learn to express appropriate emotions in social situations in response to others, they are able to develop positive relationships. The development of relationships demonstrates a child's ability to employ appropriate skills to expand his or her social network (Yuen et al., 2005; Furstenberg Jr. & Hughes, 1995). Social networks have the potential to be a source of social capital to the child. According to Glover, Shinew and Parry (2005), "social capital is the consequence of investment in and cultivation of social relationships

allowing an individual access to resources that would otherwise be unavailable to him or her” (p. 87). Developing one’s social network can lead to connections that are beneficial immediately (e.g. leading to sharing) and/or in the future (e.g., job references or job opportunities) (Dworkin et al., 2003; Portes, 1998). These developmental outcomes, namely social capital and emotional intelligence, may be important benefits of camp in childhood.

A recent report of the findings associated with the Canadian Summer Camp Research Project (CSCR), demonstrated the benefits campers experience through their summer camp experiences (Glover et al., 2011). The study focused on measuring the degree of impact camp has on campers and was accomplished by observing the growth campers experienced at the beginning and end of their summer camp experiences. The report found that 65% of the campers experienced positive growth related to social connections and integration with females and new campers seeing greater improvement than males and returning campers. In addition, the highest rate of growth was found in the area of emotional intelligence with 69% of campers experiencing positive development. The emotional intelligence findings also suggest that camp creates an environment in which children of both genders are able to grow emotionally and that, despite age, the rate of development is relatively similar. Though the report does reveal growth in the areas of social capital and emotional intelligence, it does not consider the relationship between the two constructs. To my knowledge, there is no literature that analyzes the relationship between these constructs. This thesis aims to address this gap.

Therefore, the purpose of this study is to examine the relationship between a child’s change in social capital and their change in emotional intelligence in a camp setting. Using data from the Canadian Summer Camp Research Project, I intend to investigate the following hypothesis:

Hypothesis 1: An increase in social capital will be positively associated with changes in emotional intelligence.

In short, I intend to determine the extent to which an increase in a child's amount of social capital while attending camp is related to changes in his or her emotional intelligence level. Exploring the effect of social capital on emotional intelligence may explain differences in the ability of children to emotionally relate to others. It is expected that any increase in social capital will demonstrate that the child has increased their ability to understand other's emotions, and has therefore developed the necessary skills to increase their level of emotional intelligence. Perhaps in expanding their social networks and sources of social capital, children learn to regulate their emotions more effectively in line with the norms created within the group.

## **CHAPTER 2: REVIEW OF LITERATURE**

This review discusses the literature related to children's sources of social capital and their level of emotional intelligence in a camp setting. The first section will provide a summary of camps, positive youth development, and the benefits of residential versus day camps. The second section will describe social capital and its development through leisure. The third section will discuss emotional intelligence and why its development in childhood is important. The final section will provide an overview of the effect of social capital on emotional intelligence. This section provides a rationale for the potential importance of social capital for the development of emotional intelligence.

### **2.1 Camp**

Parents are focused on providing positive growth experiences for their children (Henderson et al., 2007). In so doing, they choose from a vast array of services available to them, seeking out experiences that provide positive developmental benefits and equip participants with skills and knowledge needed for success in adulthood (Damon, 2008; Henderson et al., 2005; Henderson et al., 2007; Lerner et al., 2005; Nicholson, Collins & Holmer, 2004; Ramsing & Sibthorp, 2008). To these ends, structured activities are often privileged (Caldwell & Witt, 2011). Summer camp represents an environment in which both structured and unstructured activities are used to foster positive youth development. Though camp activities can be regarded as trivial because they focus on fun, recent research demonstrates the value of the experience for participants (American Camp Association, 2005a, 2005b; Glover et al., 2011; Nicholson et al., 2004). Camps provide recreational experiences that strengthen children's health, intelligence and self-identity, fostering positive youth development

(Canadian Camp Association, n.d.; Henderson et al., 2005; Henderson et al., 2007; Thurber et al., 2007).

Several recent studies have examined the impact of summer camp experiences on children's development (American Camping Association, 2005a, 2005b; Henderson et al., 2007; Thurber et al., 2007). These studies found camp to be a supportive environment for positive youth development, having reported camper growth in areas such as independence, friendship, autonomy, and self-confidence (Glover et al., 2011). In phase 1 of a study conducted by Glover et al. (2011), camp directors identified five themes concerning the benefits of attending summer camp programs: (1) social integration and citizenship, (2) environmental awareness, (3) self-confidence and personal development, (4) emotional intelligence, and (5) attitudes towards physical activity. During phase 2, positive growth was present in all five themes, in particular for social connections and integration, 65%; emotional intelligence, 69%; personal development and self-confidence, 67%. These findings demonstrate the percentage of campers that experienced growth for each theme. This provides initial support for investigating Hypothesis 1 because positive development is illustrated across social connections and emotional intelligence.

Over the last decade, research on positive youth development has increased (Mahoney et al., 2005). Researchers have shifted their focus from preventing problem behaviours to promoting healthy skills in physical, intellectual, psychological, emotional, and social development (Roth & Brooks-Gunn, 2003b; Mahoney et al., 2005). Positive youth development tends to include the following features: physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building, and integration of family, school, and community efforts (Roth & Brooks-Gunn, 2003b, p.97). These features contribute to the "5 Cs" of positive

youth development: (1) competence in academic, social, and vocational areas; (2) confidence or a positive self-identity; (3) connections to community, family, and peers; (4) character or positive values, integrity, and moral commitment; (5) caring and compassion (Lerner et al., 2000; Roth & Brooks-Gunn, 2003a). Of particular interest to my study are the first and third Cs. The first C, competence, refers to the positive view of an individual's actions in four areas, including social, which pertains to interpersonal skills (Lerner et al., 2005). The third C, connection, refers to bonds that exist between people where mutual exchanges are made (Lerner et al., 2005). Connection and competence are of interest to this study because they relate to social capital and emotional intelligence. Connection relates to the ability of campers to expand their social capital. Competence refers to the camper demonstrating some form of skill in using emotions to appropriately evaluate and react to situations, therefore, increasing their emotional intelligence.

### **2.1.1 Residential and day camps**

Parents seek experiences that will help their child develop skills and knowledge for success. Camps provide a constructive recreational environment for this development. However differences exist between residential and day camps. This section addresses these differences.

Researchers have only recently started to examine the different impacts of residential and day camps on campers. Residential and day camps offer valuable opportunities and recreational activities that help foster positive youth development (Henderson et al., 2005). Campers at residential or sleep-over camps live away from home in a community setting and experience full immersion in the program, whereas campers at day camps return home every day and only experience partial immersion. When deciding in which camp to enroll their child, parents choose

from these options. According to Henderson et al. (2007), many parents believe residential camps help their children become more independent.

In a study conducted by the American Camp Association (2005b), the ACA found that children who attended residential camp developed more supportive relationships and more skills than children who attended day camp. It has been suggested that residential camps require campers to invest more cognitive and emotional resources than campers in day camp due to the length of time immersed in the camp experience (American Camp Association, 2005b). This strengthens the notion that children attending a residential camp will experience greater improvements than children attending a day camp.

Both residential and day camps contribute to the development of social and emotional skills, however more growth occurs at residential camps. For the purpose of this study, social skills relate to social capital, for they are pivotal to forging meaningful relationships and accessing resources through such relationships; emotional skills relate to emotional intelligence. These two concepts will be discussed in the next two sections.

### **2.3 Social Capital**

In this study, I adopt Glover et al.'s (2005, p. 87) definition of social capital. That is, it is “the consequence of investment in and cultivation of social relationships allowing an individual access to resources that would otherwise be unavailable to him or her” (Glover, Shinew, & Parry, 2005, p. 87). The development of social capital can occur across different social organizations. However, the existence of resources is required (Glover, 2006). This access to resources is limited to individuals within the social network, and denies outsiders access (Coleman, 1990; Glover 2006; Lin, 2001), thereby making it valuable to those who amass it. Thus, social capital represents the value of exclusivity because it provides benefits to individuals as they obtain

access to knowledge, information, and resources otherwise inaccessible to them (Bourdieu, 1986).

Social capital is guided by shared meanings and norms that help build trust and a sense of reciprocity (Van Ingen & Van Eijck, 2009; Stolle & Hooghe, 2004; Yuen et al., 2005). When “individuals with active and trusting connections to other community members develop positive character traits... [they] can get things done more easily, including things that are personally beneficial” (Jarrett et al., 2005, p. 43). Within a social network, individuals have differential access to social capital based on their role in the network and their relationship with others (Glover, 2006; Hemingway, 1999). Social capital acts as a form of social control insofar as members of the social network construct group norms (Portes, 1998). When developing social capital, individuals must learn to effectively interact with others to produce desired outcomes.

With regard to children and youth, several researchers have found that leisure activities help facilitate the development of social capital (Dworkin et al., 2003; Jarrett et al., 2005; Yuen et al., 2005). Leisure represents an environment that allows for socialization and helps foster the development of relationships, resulting in the creation of social capital (Dworkin et al., 2003; Van Ingen & Van Eijck, 2009; Yuen et al., 2005). Participating in productive rather than consumptive leisure pursuits is more likely to result in the development of social capital (Hemingway, 1999; Van Ingen & Van Eijck, 2009). Van Ingen and Van Eijck (2009) define productive activities as activities of a cooperative, active nature to achieve a common goal. Likewise, they define consumptive activities as activities that do not require much physical or mental energy, such as spectating... Hemingway (1999) notes that “(1) the more the individual participates actively in social structures, (2) the more autonomy the individual experiences, and (3) the more her/his capacities develop, then (4) the greater the accumulation of social capital”



(p. 157). As such, camp represents an environment that incorporates multiple types of productive activities. Several studies on camps have found that campers experience increases in their amount of social capital as a result of attending camp (American Camping Association, 2005a; Glover et al., 2011).

Camps provide environments that allow children to accumulate social capital. This social capital provides children the opportunity to develop and improve their ability to understand and react to the emotions of others, thus increasing their emotional intelligence. The following section discusses emotional intelligence.

## **2.2 Emotional Intelligence**

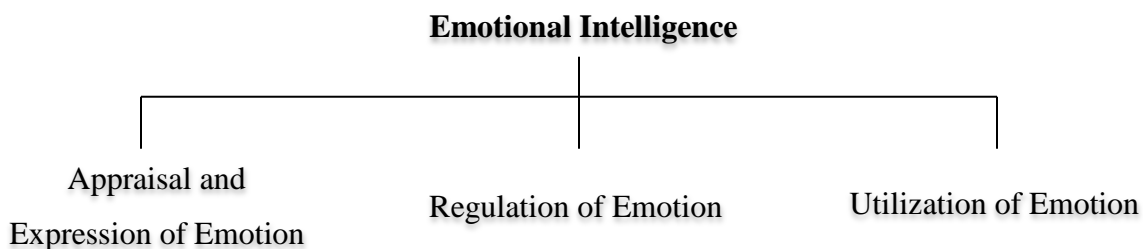
Several researchers have suggested that emotional intelligence could be used as a predictor of future life success (Goleman, 2000; Salovey & Mayer, 1990, Joseph & Newman, 2010; Williams et al., 2009; Parker et al., 2005). Goleman (2000) states

Our increasing understanding of emotional intelligence also suggests a promising scientific agenda, one that goes beyond the borders of personality, IQ, and academic achievement to study a broader spectrum of the psychological mechanisms that allow individuals to flourish in their lives, their jobs, and their families as citizens of their communities (p. 2).

In contrast, individuals who are unable to recognize their own and others emotions will be unable to connect with others, causing themselves to be an outcast (Salovey & Mayer, 1990). Research on adults and children has found that females have higher levels of emotional intelligence than males (Glover et al., 2011; Williams et al., 2009). These two studies suggest the importance of the investigation of gender differences for emotional intelligence and highlight the need to

develop emotional intelligence in childhood as it elicits benefits across a variety of settings in a person's lifetime.

Emotional intelligence is “a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life” (Salovey & Mayer, 1990, p. 185). Figure 1 provides a visual representation of this idea of emotional intelligence.



*Figure 1.* Conceptualization of Emotional Intelligence

Appraisal involves correctly interpreting verbal and nonverbal expressions because they both provide information to the conversation or situation at hand (Salovey & Mayer, 1990). By correctly recognizing emotion in others, children can use the information to guide their actions and to react in an emotionally appropriate manner (Brackett et al., 2006; Salovey & Mayer, 1990). A child's effective management of their own emotions is critical to behaving in socially acceptable ways through the expression of socially appropriate emotions (Brackett et al., 2006).

Developing emotional intelligence at a young age provides children with the skills to foster and maintain relationships for the rest of their life. The management of emotions aligns with Rojek's notion of emotional labour. Rojek (2010) defines emotional labour as “the preparation and application of emotional attitudes and competencies that are commensurate with the requirements of organizations and civic culture” (p. 22). It is a process of continually testing

and revising one's emotional intelligence. Rojek (2010) states that people skills help an individual appear attractive in social settings. However, it is important to understand that basic "people skills" are learned at a young age and are developed through continuous interactions with others (Woodhead et al., 1995), often in leisure activities (Rojek, 2010). When children understand and regulate their own emotions, they are able to respond to social situations with proper emotional responses (Salovey & Mayer, 1990).

Mayer and Salovey (1997) have identified four dimensions of emotional intelligence wherein the ability of each dimension will develop based on experience and age. The four dimensions are: emotional perception (EP), facilitating cognition (FC), emotional understanding (EU), and emotional management (EM). Mayer and Salovey (1997) state that

- (1) Emotional perception (EP) involves the ability to notice emotions accurately in the self and environment, and to express them well in social settings. Emotional perception should aid in discriminating between emotional benefits. This facet may be important for adapting to stressors by directing attention toward stress-related cues in environment.
- (2) Facilitating cognition (FC) involves using and generating emotions to assist cognitive processes.
- (3) Emotional understanding (EU) involves identifying emotions, being clear about ways they are formed and blended, and their causes and consequences. Being able to understand emotions helps individuals identify (label) their emotions. Understanding emotions should reduce

unproductive emotion-focused coping (i.e. reduce rumination) and facilitate problem- or emotion-focused coping facilitating adaptation.

- (4) Emotional management (EM) involves maintaining and altering emotions in the self and others (enhancing positive or reducing negative emotions as needed).

(as cited in Goyal & Akhilesh, 2007, p. 215)

When children improve their emotional intelligence, they are developing the skills needed to contribute to success later in life. However, Pfeiffer (2001) notes that the conceptualization of emotional intelligence lacks precision, meaning that it is difficult to ascertain specific underlying causes of emotional intelligence. Several researchers believe that emotional intelligence is constructed of abilities that can be learned (Goleman, 2000; Rojek, 2010; Salovey & Mayer, 1990). Goleman (2000) goes on to say that

emotional skills tend to develop in children at specific and recognizable stages: for example, there is a point at which young children become able to label emotions and talk about their feelings, and this ability precedes the ability to recognize feelings in others and to soothe them (p. 8).

No literature describing the development of emotional intelligence was found, reinforcing that emotional intelligence remains an elusive construct requiring future research.

However, with the understanding that emotional intelligence involves the appraisal of and reactions to emotions, and that social capital involves social relationships, the following section will investigate the research literature in which the relationship between these two constructs has been examined.

## **2.4 The Relationship between Social Capital and Emotional Intelligence**

To my knowledge, no published research has examined the relationship between social capital and emotional intelligence in children. However, a few articles discuss the development of emotional intelligence and the existence of a relationship between social capital and emotional intelligence. These can be used as a basis for understanding the importance of this relationship.

Developing emotional intelligence requires participating in social situations to continually improve one's ability to interpret and react to peoples' verbal and visual cues (Salovey & Mayer, 1990). Mayer and Salovey's (1997) model views emotional intelligence as being comprised of four tiers that increase in psychological complexity. The four tiers involve the ability to: (1) perceive, appraise and express emotions; (2) use emotions to help with cognitive process; (3) distinguish and label emotions; and (4) use emotions to achieve a goal (Mayer & Salovey, 1997). These tiers demonstrate the progression that individuals go through when developing emotional intelligence. The fourth tier can only be reached once the first three have been learned and used successfully. This progression reinforces the notion that emotional intelligence can be developed, and that its development relies on experience in social situations.

It is important to understand that an individual's emotional intelligence is not fixed over time. As Tomer (2003, p. 457) explains,

emotional intelligence develops with age and experience from childhood to adulthood' and, through effort, can be improved at any age . . . For most people, emotional intelligence grows steadily with advancing maturity, particularly as people learn (1) to become more aware of their emotions, especially distressing ones, (2) to become more empathetic with others, and (3) to handle difficult social situations and relationships.

The notion of growth supports the need to develop emotional intelligence to have the resources, knowledge, and skills needed to effectively deal with difficult situations. By correctly interpreting a person's emotions, an individual increases their ability to produce a favorable outcome. By studying the emotional intelligence of children, this study strives to prove that changes of emotional intelligence increase with the age of campers.

Within organizations, employees need to work together to achieve common goals and encourage organizational success. As such, the use of emotional intelligence is required across organizations to achieve success (Brooks & Nafukho, 2006). Therefore, developing emotional intelligence is important to becoming an effective employee. Baron and Markham found the accuracy of perceiving others in social situations was positively related to financial success and that "specific social skills, such as the ability to read others accurately, make favorable first impressions, adapt to a wide range of social situations, and be persuasive, can influence the quality of these interactions" (2003, p. 106). Learning to effectively interact with others to guide the result of the social encounter to one's benefit is important. Individuals use their social capital to better their emotional intelligence through direct experience, observation, and verbal cues. Social capital involves the development of group norms, whereby members need to abide by them to retain their access to the social capital.

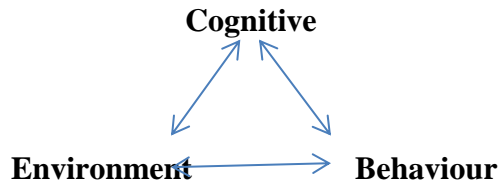
In examining the two constructs, it is apparent that there are some similarities between the two. Firstly, social capital involves the development of relationships and networks. Meanwhile, emotional intelligence is continuously improved within social situations; thereby participation in relationships will help strengthen one's emotional intelligence. Secondly, social capital networks involve the construction of group norms whereby members must adhere to them or risk being removed from the group. Likewise, emotional intelligence helps individuals learn

skills to behave in socially acceptable ways to help them relate to others rather than being ostracized. Thirdly, an individual's investment in developing their social capital will provide them access to resources in the future that are otherwise inaccessible to them. Similarly, emotional intelligence skills enhance an individual's ability to relate to others and to effectively manage situations to their benefit. This access to resources will allow individuals to employ their emotional intelligence skills to potentially increase their level of social capital. This connection between social capital and emotional intelligence provides a basis for the use of social learning theory in examining the relationship.

#### **2.4.1 Social Learning Theory**

Social learning theory will be used to theoretically explain the effect of social capital on emotional intelligence. It will provide theoretical guidance to examine the development of social capital in a camp environment and the relationship to campers' emotional intelligence. This theory is applicable when studying children because it acknowledges that children "continuously refine their conceptions of the sorts of behavior society considers appropriate or inappropriate for people like themselves to perform in various situations" (Perry & Bussey, 1984, p. 9). Social learning theory posits that children learn from direct experience, from observation, and from verbal instructions (Perry & Bussey, 1984). Camps provide opportunities for these three social learning experiences and provide an environment to examine the relationship between the development of social capital and emotional intelligence.

Social learning theory, is social cognitive theory and "approaches the explanation of human behavior in terms of a continuous reciprocal interaction between cognitive, behavioral, and environmental determinants" (Bandura, 1977, p. vii). This interaction is illustrated in Figure 2.



*Figure 2: Social Learning Theory 3-way Reciprocal Relationship*

Cognitive determinants refer to “such factors as the person’s standards, interests, goals, perceived competencies, expectancies, repertoire of behaviors acquired through observational learning, strategies for interpreting and assigning values to situations and stimuli, and self-regulatory systems and plans (Perry & Bussell, 1984, p.11). For the purpose of this study, emotional intelligence will represent a cognitive factor because it is an ability that is continuously learned and modified, reflecting the factors reflected in the social learning theory.

Gender and age will be treated as constructs of behaviour. The socialization of children is affected by their gender in terms of the appropriate actions and responses they are expected to display. The roles assigned dictate the appropriate and acceptable actions, influencing the reactions of individuals (Bandura, 1977). Psychological development is related to age and places limits on an individual’s ability to comprehend (Bandura, 1977). The ability to understand complex situations and to learn appropriate responses increases with age (Woodhead et al., 1995).

Lastly, Bandura (1977) discusses the potential and actual environment. The potential environment is identical for everyone; however, the actual environment differs between individuals because it is affected by the different degrees of actions and responses from individuals due to the variability among them (Bandura, 1977). The environment affects individuals, and individuals affect their environment.



## **CHAPTER 3: RESEARCH METHODS**

This section will discuss the research methods of this study, the survey being used, and the survey sample. In particular, it will focus on descriptions of the quantitative method and secondary data analysis, information about the survey and sampling associated with the collection of data used in this study, and a description of the variable and analyses conducted for this thesis.

### **3.1 Quantitative Method**

A quantitative research design was used in this study. Quantitative research seeks to test theories by examining the relationship among variables (Creswell, 2009). To this end, researchers use statistical procedures and interpretations to look for causal explanations (Bryman, Teevan & Bell, 2009). Because, as Bryman, Teevan, and Bell (2009, p. 57) stated, “[quantitative] researchers usually want to generalize their findings beyond the confines of the particular context in which the research is conducted,” the design proposed is meant to allow for generalization of the findings to environment different than the initial setting of the study, namely children’s social settings.

### **3.2 Secondary Data Analysis**

Secondary data analysis will be conducted in this study. In Devine’s (2003, p. 285) words, “Secondary data analysis involves the analysis of an existing dataset, which had previously been collected by another researcher, usually for a different research question.” Hakim (1982) further explained that secondary data analysis can provide new or different explanations of the data than what was presented in the first study. Therefore, secondary data analysis allows further exploration of a dataset on a different topic than the initial study.

This thesis utilizes an existing dataset from Phase 2 of the *Canadian Summer Camp Research Project* (CSCR2P). The CSCR2P sought to examine camper behaviours, attitudes and values based on the five themes constructed during Phase 1 (social integration and citizenship, environmental awareness, self-confidence and personal development, emotional intelligence, and attitudes towards physical activity). The CSCR2P examined the themes separately against age, gender and new/returning camper status. This thesis will examine the relationship between two of these themes – social integration and citizenship, and emotional intelligence – using age and gender as control variables, and camp type as a mediating variable.

The CSCR2P dataset includes repeated measures insofar as data were collected within the first 48 hours of camp and then again at the conclusion of the camp session. Accordingly, it allows for the examination of a cause and effect relationship of social capital on emotional intelligence, something few Master's theses are able to do. Even so, with only two time points, readers should be cautious when interpreting the causal nature of this relationship, given that additional time points would further strengthen my findings.

### **3.3 The Survey**

This thesis uses secondary data from CSCR2P to evaluate and explore the potential benefits gained by children and adolescents who attend Canadian summer camps. The CSCR2P was designed and administered by the Healthy Communities Research Network and was funded by the Canadian Camping Association (CCA), the University of Waterloo/Social Sciences and Humanities Research Council of Canada seed grant program, and the University of Waterloo Robert Harding Humanities and Social Science Endowment Fund (Glover et al., 2011). It received ethics clearance from the University of Waterloo. The two goals of the CSCR2P were: “1) to understand in what areas campers experience positive outcomes based on their camp experiences, 2) to measure the degree of developmental change in these areas experienced over

the course of a camp experience.” The CSCRP2 focused on measuring the degree of impact that camp had on five areas of development: (1) social integration and citizenship; (2) environmental awareness; (3) attitudes towards physical activity; (4) emotional intelligence; (5) personal development and self-confidence. For the purpose of this study, the two areas of focus are limited to (1) social integration and citizenship and (2) emotional intelligence.

Member organizations (i.e., summer camps in Canada) of the CCA were invited by the CCA to participate in the study; those camps that volunteered were sent the study materials via email. The package included the survey instrument, a complete set of instructions for conducting the study, and information letters to be presented to those participating in the study (e.g., staff members and campers/their parents) (Appendix A, B, C, D). Components of the survey were drawn from previous summer camp studies (American Camp Association 2005 a, b) with additional questions developed by the researchers or from existing scales. The construct of social capital was assessed using 12 questions developed by the study’s principal investigator, Troy Glover, whose main area of research is social capital. Emotional intelligence was assessed with the mean of ratings on 10 items related to a camper’s awareness of his or her emotions, others’ emotions, and tactful interpersonal interaction (Schutte et al., 1998 as cited in Glover et al., 2011). The study was pilot tested in the summer of 2009, and then administered in the summer of 2010. Each camp selected as many camper groups to participate as it felt represented its program.

### **3.4 Survey Sample**

The survey was conducted at 16 camps across Canada, with 2 in British Columbia, 8 in Ontario, 3 in Quebec, and 3 in Nova Scotia. A total of 1,288 campers were observed. This sample was obtained using a convenient sampling method that resulted in a relatively

representative breakdown in almost every demographic area. The majority of the camps identified themselves as co-ed programs with only one male-only camp and two female-only camps participating. Nine of the participating camps were residential programs while the other seven identified themselves as day camps. Campers ages ranged between three and eighteen years old, with an even split between genders.

The survey used repeated measures evaluation design. Data were collected by staff members/counsellors, for whom no demographic data is available. Staff were not formally trained, but they did receive step-by-step instructions, see Appendix B. They observed their campers for the first 48 hours/two full days of camp and then completed the survey, noting how campers behaved and what they demonstrated regarding abilities, attitudes and values in each of the five areas. The same survey was then revisited at the end of the camp session, and the staff members/counsellors answered the same questions regarding each camper, based on their observation of the last two days at camp. In so doing, they revealed any change in behavior or attitude that may have occurred over the course of the camping session.

### **3.5 Survey Variables**

The following sections will address the independent, dependent and control variables for this study.

#### **3.5.1 Independent Variable**

The independent variable for this study is social capital. The survey addressed social capital in Section A: Social connections at camp. The 12 questions in this section were developed by Glover to assess social capital. Each question was answered using a 7 point scale (1 =very strongly disagree and 7 = very strongly agree); (Time 1  $\alpha$  = .899; Time 2  $\alpha$  = .925). The questions addressed the camper's access to resources and sense of belonging through the use of

questions such as: “The camper gives to other campers as much as he/she receives from them”; “When needed, the camper receives emotional support from his/her fellow campers”; “The camper befriends other campers different from him/herself”; “The camper exhibits a sense of pride about being a member of his/her counselor group”. The complete list of questions can be found in Section A of Appendix A. The 12 items were factor analyzed individually by the original research team and found to be reliable and internally consistent. The mean of the standard deviations for the 12 items were used as the value for social capital.

### **3.5.2 Dependent Variable**

The dependent variable for this study is emotional intelligence. Section D of the CSCRP2 contained 10 questions addressing emotional intelligence. The questions examined the extent to which campers displayed an understanding of his or her own emotions as well as those of others around him or her. The questions were answered using a 7 point scale (1 – very strongly disagree; 7 – very strongly agree); (Time 1  $\alpha = .877$ ; Time 2  $\alpha = .913$ ). These items came from an existing scale developed by Schutte et al. (1998) that presents a 33-item emotional intelligence scale. The mean of the standard deviations of the 10 items is the value of emotional intelligence.

It is important to note that raters were asked to reflect upon the camper’s age and to consider what would be an age appropriate level of development in emotional intelligence before completing Section D. This approach is supported in the literature because children’s understanding of emotions develops throughout their childhood, allowing them to evolve in their ability to control, discern, and react to different emotions (Woodhead, Barnes, Miell, & Oates, 1995). The questions examined intrapersonal and interpersonal aspects of emotional intelligence, through questions such as: “This camper displays an awareness of his/her emotions as he/she

experiences them”; “The camper has control over his/her emotions”; “This camper is sensitive to the feelings and emotions of others”; “This camper helps others feel better when they are down”.

### **3.5.4 Control Variables**

The control variables for this study are age, gender and camp type. Age and gender will be used because Phase 2 of the CCA study found that they impacted upon the degree of change that campers experienced. Age is related to a child’s developmental level (Ambron, 1981). The ability of a child to form social connections and understand emotions is related based on their development (Faulkner, 1995; Woodhead et al., 1995). Therefore, examining the differences between the ages of campers is important. This item was answered using codes identical to the number provided (6 years old = 6).

Each gender is socialized differently in terms of expected social roles and behaviours. Females are viewed as being emotional whereas males are not expected to display emotion. These gender differences may lead to differences in the change of emotional intelligence of campers. This variable was coded as female = 1, male = 0.

The camp type will be important in determining if full immersion in a program, that is residential camps, has a greater effect of social capital on emotional intelligence than day camp experiences. The survey response options included: day camp, residential, family, travel, and other. For the purpose of this study, this variable was recoded into 2 categories: (1) Residential/sleep-over camp, and (2) Other camp. Residential camp was coded as 1, and Other camps were coded as 0.

### **3.6 Data Analysis**

Bryman, Teevan and Bell (2009, p. 210) stated that “the biggest mistake in quantitative research is to think that data analysis decisions can wait until after the data have been collected.”

Although this thesis is utilizing an existing data set, it is imperative to determine the analyses to be performed beforehand. This section will discuss the analysis procedures that I will conduct to examine the relationship between social capital and emotional intelligence.

Statistical analysis will be performed using SPSS software to determine the relationship between social capital and emotional intelligence. Descriptive statistics, both means and frequencies, will be used to provide information about the sample. Partial correlation analysis will be conducted to examine the relationship between the three subfactors of social capital and emotional intelligence to ensure that using the overall measures is valid. Linear regression models will be employed to determine the relationship between social capital and emotional intelligence. The first model will include the Time 1 variables for gender, age, and camp type, against Time 1 emotional intelligence. In the second model, Time 1 and Time 2 variables for social capital will be added as well as camp type. If significant findings are found for Time 2 social capital, it will show that change in social capital leads to a change in emotional intelligence over time. This may result due to the significant effect of the control variable after controlling for Time 1 levels of social capital and emotional intelligence (Cronbach & Furby, 1970; Holahan & Moos, 1981).

## CHAPTER 4: RESULTS

This study sought to examine the relationship between social capital and emotional intelligence for children in a summer camp environment. Using the CSCR2 data set, this relationship was analyzed in the presence of control and interaction variables. My results will be presented in 4 sections: (1) demographic information, (2) change in social capital and emotional intelligence from Time 1 to Time 2, (3) partial correlations of subscales, and (4) regression analyses.

### 4.1 CSCR2 Demographics

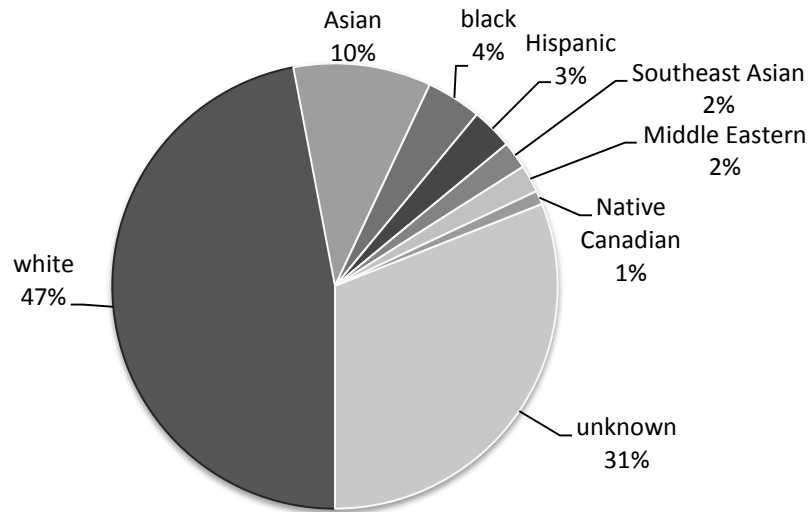
The average age of the sample was 10.54 years old ( $SD = 4.79$ ), with approximately half (49.0%) female. Approximately one third (32.1%) of the sample attended residential camp. Table 1 displays descriptive statistics for the demographic variables.

*Table 1: Means, Standard Deviations, and Percentages for Demographic Variables*

Variable	M/%	SD
Age	10.54	4.79
Gender (female)	49.0%	—
Camp Type (residential)	32.1%	—
First Language (English)	87.1%	—
Special Needs	9.7%	—

The ethnic groups in the sample consisted of white, Asian, Black, Hispanic, Southeast Asian, Middle Eastern, and Native Canadian (see Figure 3). This breakdown is fairly representative of the general Canadian population, although it is expected that in the future, there will be an increase in ethnic minorities.





*Figure 3: Ethnic breakdown of sample*

#### **4.2 Changes in Social Capital and Emotional Intelligence**

Results show that social capital and emotional intelligence increased from Time 1 to Time 2 (Table 2). The change in social capital and emotional intelligence from Time 1 to Time 2 was examined using paired sample  $t$  tests. Social capital increased over time,  $t(1248) = -24.95$ ,  $p < .001$ ,  $\eta^2 = 0.33$ , as well as emotional intelligence,  $t(1248) = -19.93$ ,  $p < .001$ ,  $\eta^2 = 0.24$ . These results suggest that campers' levels of social capital and emotional intelligence improved during the camp experience, which was an expected outcome for reasons previously outlined in this thesis. These outcomes were expected because the CSCRP2 found increases in social capital and emotional intelligence. Further sections will analyze the specific relationship between social capital and emotional intelligence.

*Table 2: Means and Standard Deviations for Social Capital and Emotional Intelligence Variables*

Variable	M	SD
Social Capital T1	4.50	0.90
Social Capital T2	4.99	0.99
Emotional Intelligence T1	4.47	0.73
Emotional Intelligence T2	4.76	0.91

#### **4.3 Partial Correlations of Time 2 subscales by Time 1 subscales**

Social capital and emotional intelligence were respectively separated into 3 subscales to further analyze the relationship between the two constructs. Social capital consisted of: (1) Bonding, (2) Solidarity, and (3) Bridging; emotional intelligence consisted of: (1) Perception, (2) Managing my emotions, and (3) Managing others' emotions. Table 3 lists the questions associated with each subfactor.

Table 3. Subscales of Social Capital and Emotional Intelligence

Subfactor	Survey Items
Bonding <sup>a</sup>	<p>The camper has a group of close friends at camp from which he or she can draw support.</p> <p>When needed, the camper receives emotional support from his/her fellow campers.</p> <p>When needed, the camper receives other kinds of support from his/her fellow campers.</p>
Solidarity <sup>a</sup>	<p>This camper gives to other campers as much as he or she receives from them.</p> <p>This camper exhibits a sense of pride about being a member of his/her counselor group.</p> <p>This camper exhibits a sense of pride about being a member of his/her camp.</p> <p>This camper resolves personal conflicts in a positive manner.</p> <p>This camper gets along with other campers.</p> <p>This camper gets along with camp staff.</p>
Bridging <sup>a</sup>	<p>The camper has friends at camp besides those in his/her counselor group.</p> <p>The camper befriends other campers different from him/herself.</p> <p>The camper befriends other campers similar to him/herself.</p>
Perception <sup>b</sup>	<p>This camper displays an awareness of her/her emotions as he/she experiences them.</p> <p>This camper is aware of the non-verbal messages he/she sends to others.</p> <p>This camper is sensitive to the feelings and emotions of others.</p>
Managing my emotions <sup>b</sup>	<p>This camper seeks out activities that make him/her happy.</p> <p>This camper has control over his/her emotions.</p> <p>This camper uses good moods to help him/herself keep trying in the face of obstacles.</p>
Managing others' emotions <sup>b</sup>	<p>This camper likes to share his/her emotions with others.</p> <p>This camper presents him/herself in a way that makes a good impression on others.</p> <p>This camper compliments others when they have done something well.</p> <p>This camper helps others feel better when they are down.</p>

Note. <sup>a</sup> = Social Capital subfactor; <sup>b</sup> = Emotional Intelligence subfactor

Table 4 displays the means, standard deviations and reliability alphas for the subfactors of social capital and emotional intelligence.

*Table 4.* Means, Standard Deviations and Reliability Alphas for Subfactors of Social Capital and Emotional Intelligence

Variable	M		SD		Reliability alpha	
	T1	T2	T1	T2	T1	T2
Bonding <sup>a</sup>	4.53	5.00	.92	1.02	.82	.87
Solidarity <sup>a</sup>	4.81	5.15	.87	1.00	.88	.90
Bridging <sup>a</sup>	4.57	5.02	.88	.96	.65	.72
Perception <sup>b</sup>	4.38	4.65	.80	.98	.71	.78
Managing my emotions <sup>b</sup>	4.66	4.93	.79	.95	.66	.73
Managing others' emotions <sup>b</sup>	4.38	4.72	.83	1.02	.78	.82

*Note.* <sup>a</sup> = Social Capital subfactor; <sup>b</sup> = Emotional Intelligence subfactor; T1 = Time 1; T2 = Time 2.

A partial correlation analysis was conducted to study the relationship between the subscales after controlling for the Time 1 values for each subscale. Table 5 displays the partial correlations.

*Table 5: Partial correlation model examining the subscales of social capital and emotional intelligence Time 2 by the subscales of social capital and emotional intelligence at Time 1*

Variable	1	2	3	4	5	6
1. Bonding T2 <sup>a</sup>	—					
2. Solidarity T2 <sup>a</sup>	.60***	—				
3. Bridging T2 <sup>a</sup>	.55***	.53***	—			
4. Perception T2 <sup>b</sup>	.39***	.51***	.32***	—		
5. Managing my emotions T2 <sup>b</sup>	.41***	.57***	.35***	.59***	—	
6. Managing others' emotions T2 <sup>b</sup>	.47***	.56***	.37***	.62***	.62***	—

*Note.* <sup>a</sup> = Social Capital subfactor; <sup>b</sup> = Emotional Intelligence subfactor; T2 = Time 2.

\* P <.05; \*\* p<.01; \*\*\*p<.0001

All subfactors of social capital and emotional intelligence are significantly correlated. However, it is interesting to note that the subfactor of solidarity has the best correlation to all three subfactors of emotional intelligence (>0.5). This lends support to the belief that campers use their independence to improve their skill sets at camp and that being independent allows children to better understand the emotional nature of social encounters. With each subfactor being correlated, regression analyses were conducted to analyze the relationship between social capital and emotional intelligence.

#### 4.4 Regression Analyses

Regression analyses were conducted to determine the potential effect of the control variables and social capital on emotional intelligence. Emotional intelligence Time 2 was the dependent variable across all 3 models, controlling for emotional intelligence Time 1. The first model examined the effect of the three control variables, age, gender, and camp type, on emotional intelligence Time 2. The second model examined the change in social capital from

Time 1 to Time 2 on change in emotional intelligence from Time 1 to Time 2 controlling for demographic characteristics. The third model examined the interaction effect of residential camp with social capital Time 2 to determine the effect of change in social capital on emotional intelligence. Table 6 presents the regression analyses.

*Table 6:* Regression models examining the association of demographics, emotional intelligence Time 1, and social capital Time 1 and Time 2 with emotional intelligence Time 2

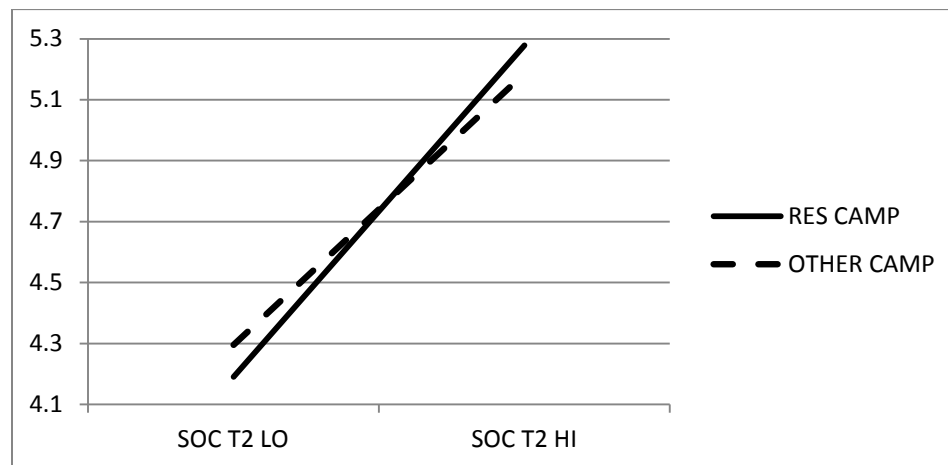
Variables	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Constant	.19	.10	-.14	.09	-.04	.10
Age	.01*	.00	.00	.00	.00	.00
Gender (female)	.14***	.03	.07*	.03	.07*	.03
Camp Type (residential)	.06	.03	.01	.03	-.33*	.15
Emotional Intelligence T1	.99***	.02	.85***	.02	.85***	.02
Social Capital T1			-.20***	.02	-.20***	.02
Social Capital T2			.39***	.02	.37***	.02
Residential Camp by Social Capital T2					.07*	.03
Adjusted R <sup>2</sup>	.68		.76		.76	

*Note.* T1 = Time 1; T2 = Time 2.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\* $p < .0001$

Age, gender and emotional intelligence Time 1 were significantly associated with emotional intelligence Time 2 (Table 6, Model 1). Older campers experienced a greater increase in emotional intelligence. Females experienced more significant increases in emotional

intelligence than males. Meanwhile, attending residential camp did not provide a significant effect on emotional intelligence Time 2, illustrating that as a control variable, camp type does not affect a camper's emotional intelligence level (Table 6, Model 1). However, this finding may be affected in future studies if the specific length of the camp session is known and can be controlled for. The levels of social capital at Time 1 and Time 2 are associated with a higher level of emotional intelligence Time 2 (Table 6, Model 2). Lastly, the interaction term, residential camp by social capital Time 2, was significantly associated with change in emotional intelligence Time 2. To investigate the nature of this significant interaction a PROCESS Procedure for SPSS (Hayes, 2013.) was used. This PROCESS (see Figure 4) indicated that both residential and day camps have a significant association of social capital with emotional intelligence ( $b = 0.435$ ,  $se = 0.296$ ,  $p < .001$ ;  $b = 0.356$ ,  $se = 0.266$ ,  $p < .001$ ), but that residential camps have a greater effect.



*Figure 4:* Interaction effect of residential camps on the relationship between social capital and emotional intelligence

Regardless of the camp type, social capital leads to increases in emotional intelligence. However, participation in residential camps does have a strong effect on the relationship between social capital and emotional intelligence suggesting that camp type does affect a camper's

improvement. A better understanding of the differences between residential and day camps controlling for camp length may provide a greater explanation for the differences between camp types.

Overall, the study found that being older and female lead to greater changes in emotional intelligence over the camp session. When analyzing the relationship between social capital and emotional intelligence, being female significantly affects this relationship as does the interaction of residential camps with social capital. Further examination of camp sessions in conjunction with social capital and emotional intelligence may provide a better understanding of why residential camps significantly affect this relationship.



## **CHAPTER 5: DISCUSSION**

This study was conducted to examine the relationship between social capital and emotional intelligence within a summer camp setting. Accordingly, it examined this relationship in the presence of several variables, including age, gender, and camp type. This chapter will examine the findings in relation to existing literature and theory. It will also discuss the strengths and limitations of the study and suggest areas for future research.

### **5.1 Findings**

The discussion will begin with an examination of the effect of demographic variables on the development of social capital and emotional intelligence in a summer camp setting. It will continue with an exploration of the relationship between social capital and emotional intelligence. The discussion reveals a positive relationship between social capital and emotional intelligence, one that it is greater for female campers and campers at residential camps.

#### **5.1.1 Demographic Effects**

This study found that age is significant when examining the change in emotional intelligence from Time 1 to Time 2; however, it is not significant when examining the relationship between social capital and emotional intelligence or the effect of the interaction of residential camp. These results are surprising, given that age was expected to have a significant role across all three models, especially given that Glover et al. (2011) found that older campers experienced significant change when they analyzed social capital and emotional intelligence individually. My finding illustrates that higher levels of emotional intelligence are found in older campers, but that the growth in emotional intelligence is similar regardless of age. This may be explained by the fact that children enter camp at different developmental stages, based on age, and can only increase their emotional intelligence skills to a certain level consistent with their

stage of development. This result aligns with the notion that a child's developmental level is related to age (Ambron, 1981; Faulkner, 1995; Woodhead et al., 1995). Child developmental literature purports that more complex skills are learned with advancing age (Ambron, 1981; Faulkner, 1995; Woodhead et al., 1995).

Gender was found to have a significant effect on the relationship between social capital and emotional intelligence across all three models. Researchers have found that females have higher levels of emotional intelligence than males (Ciarrochi, Chan, & Bajgar, 2001; Schutte et al., 1998; Williams et al., 2009). Some recent camp studies have also found that female campers experience greater growth during their camp experience (ACA 2005a, 2005b; Glover et al., 2011). Brackett et al. (2006) posit that females might experience greater increases of emotional intelligence due to the different use of emotional skills in social situations by each gender. Societal gender expectations encourage females to demonstrate more caring behaviour and better interpersonal skills and expertise than males. In contrast, male campers are often drawn to physical activities where physical skills rather than social skills are important. As females are often socialized to be more caring and empathetic than males, it was expected that females would experience greater change in emotional intelligence.

Lastly, camp type was not found to be significant until it was considered to have an interaction effect on the relationship between social capital and emotional intelligence. The length of time spent at camp was unknown for this study; therefore the extent of a camper's immersion in the program may not be fully captured. However, campers at residential and day camps experience different levels of immersion in their programs and it is often believed that residential camps provide an environment for full immersion to occur (Henderson et al., 2005; 2007). Full immersion allows children to develop their independence and explore different

opportunities without their parents' guidance. Studies suggest that experiences away from familiar environments (including family and school) allow campers the opportunity to develop independence, life skills and self-confidence (ACA, 2005b ; Glover et al., 2011).

Campers at residential camps are required to learn skills to interact in an effective manner with others because they are living together for the duration of the camp session. Campers at day camp are able to remove themselves from the social groups developed at camp at the end of the day. This suggests that the social capital developed at residential camps requires more active engagement of campers to improve upon their emotional intelligence skills to adhere to group norms compared to day camps. By developing emotional intelligence skills, campers at residential camps are continually monitoring their actions to retain their access to social capital, otherwise they risk being ostracized from the group. The ACA (2005b) found that campers experienced greater changes in camp sessions at residential camps and at camps lasting four or more weeks. This research suggests that, regardless of camp type, longer camp sessions will elicit more improvement for campers.

Overall, female campers experienced the greatest change in social capital and emotional intelligence during their camp experience. Surprisingly, age did not significantly affect the relationship between social capital and emotional intelligence. However, the findings illustrate that regardless of campers' developmental stage, improvement is experienced at all ages. Additionally, it was surprising to find that camp type did not affect the relationship between social capital and emotional intelligence until it was investigated as an interaction variable. Understanding the length of camp sessions may affect the credibility of the differences that campers experience at residential and day camps. This suggests that changes in social capital can

be altered by the camp type, in particular residential camp if the length of the camp session is known.

### **5.1.2 Social Capital and Emotional Intelligence**

Attendance at summer camp was found to increase campers' levels of social capital, emotional intelligence, supportive relationships, and social skills (ACA, 2005a, 2005b; Glover et al., 2011; Henderson et al., 2007). This study demonstrates growth across the constructs of social capital and emotional intelligence, as well as a significant relationship between these two constructs. The following discussion will address social capital, emotional intelligence, and then their relationship.

This study analyzed social capital as an overall construct that addressed campers' access to bonding, solidarity and bridging opportunities. These subfactors have not been studied in other camp projects, but they do provide context for the use of social capital as an overall measure of them. The study found that campers were able to increase their amount of social capital throughout their camp experience because they were able to bond with others, increase their independence, and construct relationships. Similarly, Henderson et al. (2007) found that campers experienced positive changes in the areas of making friends, social comfort, and peer relationships. Likewise, Yuen et al. (2005) found that camp activities allowed children to develop social norms allowing them to start building relationships, laying the foundation for the development of social capital.

Emotional intelligence was found to increase over the camp experience. The three subfactors (perception, managing my emotions and managing others' emotions) were found to be reliable and significantly correlated to the social capital subfactors, validating their use for the combined measure of emotional intelligence. In general, greater improvement in emotional

intelligence was experienced by older, female campers. The differences that society places on the socialization of females and males may help explain this difference. Overall, society expects females to be more sensitive and for males to be more physical. Higher levels of emotional intelligence for females are supported by several studies (ACA 2005a, 2005b; Brackett et al., 2006; Ciarrochi, Chan, & Bajgar, 2001; Glover et al., 2011; Schutte et al., 1998; Williams et al., 2009). Similarly, a couple of studies support that age is associated with developmental level and that a relationship between age and emotional intelligence exist (ACA 2005b; Day & Carroll, 2004).

Further examination of social capital and emotional intelligence revealed a positive relationship between these constructs, supporting my hypothesis. To my knowledge, this study is the first to analyze the relationship between social capital and emotional intelligence. As such, it was pertinent to explore the relationships among the subfactors to ensure the significance of the correlations between them and to provide support for the use of social capital and emotional intelligence. Analyzing the subfactors lent to an interesting finding. The aspect of solidarity for social capital had the best correlation of the social capital subfactors with all three of the emotional intelligence subfactors. Groups create social sanctions to monitor member behaviour. This suggests that belonging to a social group causes campers to adjust their interactions with other members to ensure they remain a member of the group. This monitoring of one's own and other's actions helps strengthen a camper's emotional intelligence because they continually improve their ability to perceive and understand situations. Group norms cause campers to adjust their behavior and learn cognitive skills to act effectively in different environments (refer to Figure 2).

This suggests that when campers experience solidarity in social settings, the interaction with others allows them to improve their emotional intelligence. This involves improving one's ability to perceive emotions, manage their own emotions, and to manage the emotions of others. For this study it is apparent that increases in social capital required campers to learn skills to perceive and manage their own and others' emotions in order to remain a member of camper groups. Social capital involved the development of a set of group norms whereby members need to learn the appropriate skills to ensure they remain a member and have access to social capital (Stolle & Hooghe, 2004; Portes, 1998; Van Ingen & Van Eijck, 2009). As campers increase their social capital, they are participating in social activities that help increase their emotional intelligence abilities.

In terms of social learning theory, learning occurs through participation requiring the continuous refinement of skills (Perry & Bussey, 1984). Camp provides an environment where campers can continuously improve their skills (ACA 2005a, 2005b; Glover et al., 2011; Henderson et al., 2007; Nicholson et al., 2004; Thurber et al., 2007). The positive relationship between social capital and emotional intelligence is supported by social learning theory because the development of social capital at camp provides an environment where campers can continuously refine their emotional intelligence skills to act in socially acceptable manners. Yuen et al. (2005) showed that social capital helps children change the way they interact and relate to others. This behavior leads to the improvement of emotional perception and management of emotions as the relationships built through social capital require campers to learn effective ways to interact with others.

## **5.2 Strengths and Limitations**

This study sought to examine the relationship between social capital and emotional intelligence. Whereas past studies have not specifically labeled these constructs as social capital and emotional intelligence (normally relationships and friendship skills) (ACA 2005a, 2005b), this study used survey questions that were specifically designed to address these two constructs.

The sample for this study was a strength. It was large, allowing for statistical analyses of individual groups, as well as the use of repeated measures. Repeated measure helps keep the variability low during the analyses and the validity of the findings is higher as a result. The even gender split allows the genders to be analyzed separately, allowing for comparisons to be drawn. Lastly, although the sample was obtained using a convenient sampling method through the CCA, the demographic profile of the sample suggests the resultant sample was quite representative of campers nationwide.

A limitation of this study was use of counselors as camper evaluators. The observations of counselors were subjective, which may have resulted in some inconsistencies across counselor observations. Their subjective opinions may be illustrated in terms of what they were looking for campers to demonstrate for each aspect of the 7 point rating scale. Subjectivity also came into play when rating campers' emotional intelligence levels because counselors were asked to think of developmentally appropriate levels for the campers they were evaluating. The variability among different counselors' ratings of developmentally appropriate levels may differ. Subjectivity may also come into play over the duration of the camp session as counselors may favorably rate campers that they have developed stronger relationships with in comparison to campers that they have not developed strong relationships with.

Another limitation to this study was that data on length of time spent at camp was not collected and therefore this information was unavailable. Similar to the difference in camp immersion between residential and day camps, it would be beneficial to know if the length of time each individual camper spent in camp affected their relationship outcome. For instance, the ACA (2005b) found that campers experienced greater improvements over longer camp sessions.

A final limitation concerns the development of the social capital items as these items were not standardized. However, the 12 items were found to be reliable and valid allowing for their use in this study. The 3 subfactors of social capital were also found to have a strong reliability alpha, allowing for their investigation during this study. Further development of these items would be beneficial, or researchers are encouraged to search out standardized measures for future research.

### **5.3 Future Studies**

As this study is the first to examine the relationship between social capital and emotional intelligence, further research is needed to support and challenge my findings. Future research should consider the camper's perspective, conduct additional post-surveys, use different leisure environments, and consider different moderating variables.

In future research, it would be beneficial to examine social capital and emotional intelligence from the camper's perspective. Doing so would allow camps to better understand their campers' perspectives and experiences so as to potentially modify camp programs to achieve better development of social capital and emotional intelligence at camp. Further, it would be interesting to examine the differences between parents, camp counselors, and campers' evaluations on the constructs of social capital and emotional intelligence using a pre- and post-



test survey. Doing so would allow researchers to examine the relationship from different perspectives to determine if significant differences exist.

Completing a second post-test 6 months to one year following the camp experience would be beneficial in determining if children still experienced increased levels of emotional intelligence outside of the camp atmosphere. As the camp community does not exist once the camp session is over, this would help investigate the durability of outcomes to ensure that camp had a lasting effect on campers. If outcomes are still present at this point, then it will provide support for the benefits of camp in children's lives. It would be best if this study could be conducted before the child attended another camp session.

It would also be interesting to examine the relationship between social capital and emotional intelligence across different leisure experiences. Children often participate in a variety of structured and unstructured leisure activities throughout the year across a variety of settings (i.e. school, extracurricular clubs, sports teams, and church groups). Different leisure activities may allow for the development of different skills, and conducting comparisons between activities may lend to a greater understanding of their importance in social capital and emotional intelligence development for children.

Lastly, future research should consider the use of different moderating variables. Exploring differences between co-ed camps and same sex camps would be of interest to determine if stereotypical gender roles in co-ed settings affect the level of change that campers' experience. Another variable of interest would be the ethnicity of participants. A past study by the ACA (2005b) found ethnicity to effect developmental experiences.

#### **5.4 Recommendations for Camp Professionals**

Camps need to understand the importance of their role in fostering positive youth development. Investment in programs that help campers develop social capital and emotional intelligence will provide campers with skills needed for success in later life. The findings of this study indicate that male campers experience less change in social capital and emotional intelligence than females. This study illustrates the need for camps to develop or modify existing programs to increase the development of these constructs for male campers. Attention to the age of campers is important to consider when addressing emotional intelligence because this construct is related to a camper's developmental level.

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## Appendix A: Survey Instrument

### Canadian Summer Camp Research Project: Observation Survey

Following the first section of this survey, which asks for background information about the camper, the remaining sections will need to be completed **twice** during the observation period. Please complete one survey for each participating camper in your group this session -- once after the first two days at camp and once at the end of the camp session. The first time you fill the survey out, please *put an X* in the appropriate spot. The second time you fill it out, please *circle* the appropriate answer.

Please be as honest and accurate as you can be. If you have any questions regarding the survey, please speak to your supervisor and/or the research coordinator at your camp.

#### Example of a completed question:

2. Please indicate the extent to which you agree with the following statements:		<i>Answer based on the first 48 hours of camp session</i>				<i>Answer at the end of the camp session</i>		
		Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree
A.	This camper appeared to enjoy his/her free time							
B.	This camper complained about the weather							

*Answer if response is the same for the first and last recording periods:*

#### **Confidentiality**

*This survey contains items that may upset campers if they were to read your comments. For this reason, and to protect the confidentiality of your campers, please do not leave completed surveys where others (campers or staff) can read your observations.*

*Answer for FIRST 48 hours = X*

*Answer for LAST 48 hours = O*

**Information about this camper**

Please fill out the following information about the camper this survey is describing. If you are unsure of specific answers, please indicate "unknown" or ask your supervisor for more information that may help you answer the question more accurately.

1. How old is this camper? \_\_\_\_\_
2. What sex is this camper? (Please circle your response)
  - a. Male                      b. Female
3. Has this camper attended this camp before? (Please circle your response)
  - a. Yes                      b. No
4. Has this camper attended other camps before? (Please circle your response)
  - a. Yes                      b. No
5. If the camper has attended other camps before, what kind of camps were they? (Check all that apply. If the camper hasn't attended other camps before, please skip to question 6.)  
☐ day camp    ☐ residential camp    ☐ traditional outdoor camp    ☐ specialty camp
6. What is this camper's first language? (Please circle your response)
  - a. French                      b. English                      Other: \_\_\_\_\_
7. What is this camper's cultural background? \_\_\_\_\_
8. Does this camper have any special needs? (Please circle your response)
  - a. No
  - b. Yes

If "yes", please explain: \_\_\_\_\_

Answer for FIRST 48 hours = X

Answer for LAST 48 hours = O

### Section A: Social connections at camp

In this section of the survey we are asking you about the camper's friendships and his or her other social connections during the reporting period. We are interested in how many friendships the camper has developed, the nature of these friendships and how much support he or she receives from others at camp. Do your best to answer the questions. If it is not possible to answer a question, however, please leave it blank.

1. How many friends does the camper have in his/or her counsellor group?

a) *First 48 hours:* \_\_\_\_\_  
(number)

b) *End of camp:* \_\_\_\_\_  
(number)

2. Please indicate the extent to which you agree with the following statements:		Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree
A.	The camper has a group of close friends at camp from which he or she can draw support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	The camper has friends at camp besides those in his/her counsellor group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	The camper befriends other campers different from him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	The camper befriends other campers similar to him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	When needed, the camper receives emotional support from his/her fellow campers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	When needed, the camper receives other kinds of support from his/her fellow campers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	This camper gives to other campers as much as he/or she receives from them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H.	This camper exhibits a sense of pride about being a member of his/her counsellor group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer for *FIRST 48 hours* = X

Answer for *LAST 48 hours* = O

		Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree
I.	This camper exhibits a sense of pride about being a member of his/her camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J.	This camper resolves personal conflicts in a positive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K.	This camper gets along with other campers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L.	This camper gets along with camp staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section B: Environmental Awareness

In this section, we are assessing the camper's awareness of environmental issues and his/her impact on the environment.

Please indicate the extent to which you agree with the following statements:		Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree
A.	This camper shows an awareness of his/her impact on the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	This camper demonstrates behaviours that are environmentally friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	This camper demonstrates that he/she cares about the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	This camper thinks we should all take care of the planet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	This camper enjoys being in the outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer for FIRST 48 hours = X

Answer for LAST 48 hours = O

### Section C: Self Confidence and Personal Development

In this section, we are interested in the degree of personal growth and self confidence the camper is showing.

Please indicate the extent to which you agree with the following statements:		Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree
A.	This camper appears to be confident in him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	This camper needs help with most things he/she does	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	This camper appears to do fine without his/her parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	This camper is good at doing things on his/her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	This camper makes good decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	This camper likes to try new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	This camper has an accurate understanding of his/her personal limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H.	This camper appears to feel good about him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer for FIRST 48 hours = X

Answer for LAST 48 hours = O

### Section D: Emotional Intelligence

In this section, we are interested in the extent to which the camper displays an understanding of his/her own emotions as well as those of others around him/her. *Please reflect upon the camper's age and what would be considered an age appropriate level of development in this area prior to completing this section.*

1. Please indicate the extent to which you agree with the following statements:		Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree
A.	This camper displays an awareness of his/her emotions as he/she experiences them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	This camper likes to share his/her emotions with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	This camper seeks out activities that make him/her happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	This camper is aware of the non-verbal messages he/she sends to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	This camper presents him/herself in a way that makes a good impression on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	This camper has control over his/her emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	This camper is sensitive to the feelings and emotions of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H.	This camper compliments others when they have done something well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.	This camper helps others feel better when they are down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J..	This camper uses good moods to help him/herself keep trying in the face of obstacles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer for FIRST 48 hours = X

Answer for LAST 48 hours = O

### Section E: Physical Activity

In this final section, we are interested in the extent to which the camper enjoyed participating in physical activities both in general and relating to specific activities. If an activity listed is not offered at your camp, please indicate N/A (not applicable).

1. Please indicate the extent to which you agree with the following statements:		Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree	N/A
A.	When given a choice this camper always chooses physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	This camper has a positive attitude toward physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	This camper has a positive attitude toward <i>sports</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	This camper has a positive attitude toward <i>active games</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	This camper has a positive attitude toward <i>walking</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	This camper has a positive attitude toward <i>active play with other children</i> (if age appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	This camper is physically active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Unusual Circumstances

Please describe any reasons why your answers noted on this survey might be out of the ordinary for this camper during either of the reporting periods (e.g., camp-wide activities such as "colour wars", inclement weather, illness, out-trip or field trip).

Reporting period affected (1 <sup>st</sup> or 2 <sup>nd</sup> )	Circumstances (i.e. canoe trip)	Impact on results (i.e. did not participate in usual activities)

*Thank you for your time.*

Answer for FIRST 48 hours = X

Answer for LAST 48 hours = O



## Appendix B: Instructions

Healthy Communities Research Network  
Department of Recreation and Leisure Studies  
University of Waterloo  
200 University Avenue West Waterloo, Ontario, Canada  
N2L 3G1

Telephone: 519-888-4567  
Fax: 519-886-2440

### Instructions for administering the Canadian Summer Camp Research Project

First of all, thank you and your camp staff for volunteering to participate in the Canadian Summer Camp Research Project. We are seeking to observe campers while they are at camp with the intention of measuring the impacts of their participation in the program. The study is intended to help the Canadian Camping Association/ Association des Camps du Canada (CCA/ACC) document the benefits of summer camp. This summer, we are launching a nation-wide study and are hoping to collect over 1,000 completed observation surveys.

For this study, we are asking you to have your counsellors observe a group of campers and document their observations twice during one camp session (once after the first two days and then at the end of the session). We are not asking you to conduct the observations all summer but to select a single session. Our goal is to track any changes in behaviours or attitudes that may occur during the course of participating in a summer camp program such as yours.

This document is designed to describe the study process and instruct you how to administer the study at your camp this summer. If you have any questions or concerns that are not addressed by this package, please feel free to contact our research team at [achapesk@uwaterloo.ca](mailto:achapesk@uwaterloo.ca) or Professor Troy Glover, the director of this project, at (519) 888-4567, ext. 33097.

#### Included in this package:

- *Step by step instructions explaining how to administer the study*
- *Information letters to be distributed to participating staff members*
- *Information letters to be mailed out to the parents/guardians of potentially participating campers*
- *A camp information survey that will tell us a little about your program*
- *The observation survey for your counsellors to complete (they will complete one survey for each participating camper, filling out the form after the first two days of camp and at the end of the session)*
- *Feedback letters to be distributed to participating staff members after they have completed the surveys.*

Once you have completed the study, please mail the completed observation surveys and camp information survey to our research team at:

The Canadian Summer Camp Research Project  
c/o Dr. Troy Glover  
University of Waterloo  
2110 Burt Matthews Hall  
Department of Recreation & Leisure Studies  
Waterloo, Ontario N2L 3G1  
(519) 885-1211, extension 3097

Sincerely,

Troy D. Glover, Ph.D.  
Project Director

Amy Chapeskie.  
Co-investigator

<b>Step by step instructions for administering this study:</b>		Task completed:
1.	Upon receiving this package, please <b>designate a senior staff member as your research coordinator</b> who will organize and administer the study at your camp this summer. This staff member should be someone who is accessible to the staff members involved and someone who has access to a secure, locked area at camp where they can store the research materials (e.g., a safe or a locked filing cabinet) and where they will not be accessible to the camper or staff population at large.	<input type="checkbox"/>
2.	<b>Select the session and groups of campers that will participate in the study.</b> Ideally, we encourage you to choose the first session of the summer camping season in order to ensure observation of campers at the beginning of their 2010 summer camp experiences. In addition, it would be preferable for you to choose a wide range of campers that represents your entire camper population (e.g. both genders if applicable, from all age categories, etc.), but we understand individual programming needs might make this preference too difficult to fulfil. As such, you are free to select whichever groups will work best for your program. We are anticipating camp groups of approximately 10-12 campers per counsellor but if your program consists of larger groups, feel free to allow the counsellors to randomly select 10-12 campers from their group to observe (please note: they must observe the <i>same</i> campers for both reporting periods).	<input type="checkbox"/>
3.	<b>Mail or email copies of the parent/guardian information letter</b> to the families of the campers along with your other camp material. Please be sure to include the <i>camp name</i> as well as the <i>name of your research coordinator and his/her contact information</i> in the spaces provided on the letter.	<input type="checkbox"/>
4.	<b>Track any contact from parents who choose NOT to have their child participate</b> and inform the relevant participating staff member to <i>ensure</i> these children are <i>excluded</i> from the study.	<input type="checkbox"/>
5.	<p><b>Prior to the start of the session, hold an information session with participating staff members.</b> Review the survey instrument and the study procedures so that all participating staff understand what is expected of them. During this session please make sure you address the following issues:</p> <ul style="list-style-type: none"> <li>• <b>Confidentiality:</b> the surveys are to be sealed and returned to the coordinator <i>immediately</i> upon their completion. Staff must ensure completed surveys are never left unattended. Staff are not to <i>discuss</i> their observations about specific campers with campers or staff members.</li> </ul> <p>(Continued below)</p>	

	<ul style="list-style-type: none"> <li>• <b>Optional participation:</b> inform staff members that they can choose now, or at any time, not to participate and that it will not affect their standing with the camp or senior staff in any way.</li> <li>• <b>Camper Participation:</b> direct the staff members to discuss the study with their campers upon arrival at camp and offer the campers the option to refuse to participate, reminding them that their choice will not impact their standing with the counsellor or the camp itself. Instruct staff members that if a camper has chosen not to participate they are not to complete a survey for him/her.</li> <li>• <b>Remuneration/thank you events:</b> if your camp chooses to do so, you are welcome to offer participating staff remuneration in the form of camp gear, equipment, special events such as BBQ's or in another manner you feel appropriate.</li> <li>• <b>Appropriate reporting times/settings/behaviours:</b> inform the staff they are to complete the surveys based on their <i>general day-to-day observations</i> of each camper for the given reporting period. <i>They are to complete the surveys:</i> away from the campers, without directly asking the campers any questions and without showing the survey to any campers.</li> </ul>	<input type="checkbox"/>
6.	Complete the camp information survey and store it with other study materials to be returned at the completion of your participation. This survey should be completed by the research coordinator with the additional input of any other staff members, if necessary.	<input type="checkbox"/>
7.	<p>After the first two days of the camp program, distribute the surveys to the participating counsellors. The staff members will complete one survey for each participating camper in their group (in the case of programs with large camper groups, such as day camps, you are welcome to randomly select approximately 10 campers in a given group to be observed). Ensure the staff members complete the surveys and <i>return them in a sealed envelope</i> to the research coordinator promptly.</p> <p>To make the process easier:</p> <ul style="list-style-type: none"> <li>• Have staff assign random numbers to each camper who is participating (after offering the campers the option of not doing so) and note the number on each survey. To ensure confidentiality, the research coordinator should keep the list of names and their corresponding id numbers in a secure area at camp separate from the completed surveys.</li> <li>• Remind staff to mark an "x" in the appropriate answers for the first observation period and to circle their answers for the second period.</li> </ul>	<input type="checkbox"/>
8.	Collect the surveys in their sealed envelopes and review at least one of each staff member's surveys to ensure it is being completed properly.	<input type="checkbox"/>
9.	Secure the completed surveys in a locked area at camp. This location would	

	ideally be somewhere accessible to as small a number of people as possible (e.g., a locked filing cabinet in the office, or where the camp's own confidential files are stored).	<input type="checkbox"/>
10.	Repeat steps 7 and 8 two days prior to the end of the camp session.	<input type="checkbox"/>
11.	Debrief with participating staff. Ask them about any problems they might have had during their participation, any suggestions they have for making it easier for future participants or any other feedback they might have.	<input type="checkbox"/>
12.	Collect the completed surveys and camp information survey and send them back to the research team. Please include any notes you may have from the debriefing that might assist the research team in improving this process for future participants.	<input type="checkbox"/>
13.	Contact the research team via phone or email to let them know your study is completed and the materials are on their way.	<input type="checkbox"/>
14.	Distribute copies of the feedback letter to each participating staff member and thank them for their participation! Without your support and their participation, this study would not be possible and we are very grateful for everyone's hard work.	<input type="checkbox"/>



## Appendix C: Information Letter for Staff

Healthy Communities Research Network  
Department of Recreation and Leisure Studies  
University of Waterloo  
200 University Avenue West Waterloo, Ontario, Canada  
N2L 3G1

Telephone: 519-888-4567  
Fax: 519-886-2440

### Information Letter

The Canadian Summer Camp Research Project seeks to observe campers while they are at camp with the intention of measuring the impacts of their participation in the program. The study is intended to help the Canadian Camping Association/ Association des Camps du Canada (CCA/ACC) document the benefits of summer camp to Canadians. Because you are a camp counselor at a participating summer camp, we would appreciate your assistance in documenting your observations about the attitudinal, skill, and value changes campers experience during their time at camp.

Participation in the study is completely voluntary. Should you agree to participate, it would involve completing two short observation reports for each participating camper to document his or her general behavioural patterns and attitudes. Some campers may not participate based upon their parents' wishes or their own choice to withdraw. To complete each report you will be asked to answer questions based on your general observations during day-to-day interactions with each participating camper during the reporting period. You will be asked to answer questions such as: *Please indicate the extent to which you agree with the following statement, "The camper has a group of close friends at camp from which he or she can draw support".* There are no anticipated risks associated with this project. The study will not include any identifying information that would link you or the campers to the individual observations.

You are welcome to withdraw your participation at any time before or during the session. Any decision you make regarding participation – whether to participate, not participate, or withdraw from the project at any point – will have no impact on your standing with the camp or the CCA/ACC.

If you choose to participate, you will be asked to complete two separate observation reports for campers identified to you by the research coordinator at your camp, one at the beginning of camp and one at the end of the session, to measure if there has been any noticeable change in their behaviours or attitudes over the course of their participation. These reports will be kept confidential and will be stored in a locked area at your camp before being transported to us at the University of Waterloo. Once we have the reports, they will be locked indefinitely in a filing cabinet. Likewise, any electronic data – statistical results – will be retained indefinitely on a hard drive, which is accessible only to the research team. At no time will your identity be revealed to us. We will receive no identifying information about you from your camp.

We think there is something to be gained from sharing the results of this study with the public and the CCA/ACC. As such, we will be posting updates of the study's progression on our web site at <http://healthycommunities.uwaterloo.ca/camp> and will possibly be publishing and/or presenting the findings of this study in other settings in the future. In any public discussion of this study, however,

the names of participating camps will be withheld and/or substituted with pseudonyms to ensure further confidentiality for our participants.

This project has been reviewed by, and received clearance through, the Office of Research Ethics at the University of Waterloo. If you have any questions or concerns resulting from your participation in this study, you may contact Dr. Susan Sykes, Director of this office at (519) 888-4567 Ext. 36005 or [ssykes@uwaterloo.ca](mailto:ssykes@uwaterloo.ca). You may also contact Professor Troy Glover, the director of this project, at (519) 888-4567, ext. 33097. Thank you for your assistance with this project.

Sincerely,

Troy D. Glover, Ph.D.  
Project Director

Amy Chapeskie.  
Co-investigator

## Appendix D: Information Letter for Parents

Healthy Communities Research Network  
Department of Recreation and Leisure Studies  
University of Waterloo  
200 University Avenue West Waterloo, Ontario, Canada  
N2L 3G1

Telephone: 519-888-4567  
Fax: 519-886-2440

### Information Letter

The Canadian Summer Camp Research Project seeks to observe campers while they are at camp with the intention of measuring the impacts of their participation in the program. The study is intended to help the Canadian Camping Association/ Association des Camps du Canada (CCAACC) document the benefits of summer camp to Canadians. Because you are a parent/guardian of a child who will be attending \_\_\_\_\_, we welcome your participation in this study. *(Name of Camp)*

Participation in the study is completely voluntary. Should you agree to allow your child to participate, it would involve his/her counsellor at camp completing two short observation reports documenting your child's general behaviour patterns and attitudes with regard to topics such as environmental awareness and physical activity. The staff will answer questions such as, "please indicate the extent to which you agree with the following statement: this camper has a positive attitude toward physical activity". There are no anticipated risks associated with this project. The study will not include any identifying information that would link your child to the observations.

Because of the lack of any information that would link your child to his or her specific observation reports and the large scope of the overall project, we are using what is called "active information, passive permission" which essentially means that if you do not want your child to be observed as part of this study, please contact your child's camp and notify its staff of your wish to withdraw from participating. You are also welcome to withdraw your child from participating at any time before or during your child's involvement in the camp program by contacting the camp. At the start of the camp session staff members will describe the study to the campers and, at that time, your child will also be offered the opportunity to personally refuse to participate. Any decision you make regarding participation – whether to participate, not participate, or withdraw from the project at any point – will have no impact on your standing with the camp or your child's experience while at camp.

The counsellors at your child's camp will complete two separate observation reports, one at the beginning of camp and one at the end of the session, to measure if there has been any noticeable change in your child's behaviours or attitudes over the course of their participation. The reports will be kept confidential and will be stored in a locked area at camp before being transported to us at the University of Waterloo. Once we have the reports, they will be locked indefinitely in a filing cabinet. Likewise, any electronic data – statistical results – will be retained indefinitely on a hard drive, which is accessible only to the research team.



At no time will the identities of participants in this portion of the study be revealed. The research team will have no identifying information that would link specific reports to individual campers or even any documentation of the identities of the participants.

In addition to the observations conducted at camp, we would like to ask you about any changes you may or may not observe in your child's behaviour and/or attitude after his/her participation in the camp program. If you would like to participate in a brief online survey approximately six months after the camp session (early 2011) please send an email to the research team at

[achapesk@uwaterloo.ca](mailto:achapesk@uwaterloo.ca) any time after your receipt of this information letter. You are welcome to participate in the first portion of the study and not the second but we ask that you do not volunteer to participate in the second portion if you do not want your child to be observed at camp as this will impact the manner in which we utilize the data collected from both portions.

If you choose to participate in second portion of the study, we will send you a login id and web address for the online survey early in the new year. This id will be randomly assigned and will not be linked in any manner to your name, your child's name, your email address or any other identifying information. The survey questions will ask you to rate the degree to which you agree or disagree with a general statement regarding your child's attitude and/or behaviour towards types of activities or concepts (for example, "Please indicate the extent to which you agree with the following statements regarding your child after his/her participation in the camp program: my child demonstrates behaviours that are more environmentally friendly").

You may decline to answer any question during the survey. Moreover, you are welcome to withdraw your participation at any time before or during the survey, with no questions asked by closing your web browser or simply not submitting your answers. The web site is programmed to collect responses alone and will not collect any information that could potentially identify you (such as machine identifiers). If you prefer not to complete the survey on the web, please contact us and we will make arrangements to provide you another method of participation.

We think there is something to be gained from sharing the results of this study with the public and the CCA/ACC. As such, we will be posting updates of the study's progression on our web site at <http://healthycommunities.uwaterloo.ca/camp> and will possibly be publishing and/or presenting the findings of this study in other settings in the future. In any public discussion of this study, however, the names of participating camps will be withheld and/or substituted with pseudonyms to ensure further confidentiality for our participants.

This project has been reviewed by, and received clearance through, the Office of Research Ethics at the University of Waterloo. If you have any questions or concerns resulting from your participation in this study, you may contact Dr. Susan Sykes, Director of this office at (519) 888-4567 Ext.



36005 or [ssykes@uwaterloo.ca](mailto:ssykes@uwaterloo.ca). You may also contact Professor Troy Glover, the director of this project, at (519) 888-4567, ext. 33097.

\_\_\_\_\_ at \_\_\_\_\_  
(Name of camp research coordinator) (Email, phone and/or other contact information)

Thank you for your assistance with this project.

Sincerely,

Troy D. Glover, Ph.D.  
Project Director

Amy Chapeskie.  
Co-investigator